PROFESSIONAL STUDIES PROGRAM (MSE-PS)

Master of Science in Education Professional Studies

The Master of Science in Education Professional Studies (MSE-PS) provides individuals with advanced academic work focused on the improvement of teaching and learning. The program is designed to develop skills and knowledge in the three core areas of research, practice, and voice in the profession through a sequence of courses and individually guided activities that culminate in a substantial capstone experience. Please note: Meeting all requirements for specific licenses or emphasis area options may necessitate exceeding thirty credits required for degree.

Alternatives - This emphasis is for students who intend to teach in alternative education settings.

Art Education - This emphasis is designed for students who wish to work on professional goals related to art education.

Challenging Advanced Learners - This emphasis is for students who already have a teaching license and want to obtain the Gifted Teacher or Gifted Coordinator license, or those who want to focus their graduate work on the development of advanced and appropriately challenging content and skills for diverse student populations. This program is conducted jointly with UW-Stevens Point.

Curriculum and Instruction - This emphasis will allow students to identify a specific set of goals for their own professional development as a focus of study. For example, students may pursue an individualized plan related to specific educational levels (e.g., post-secondary or early childhood), teaching specific subjects (e.g., science or history), or selected Wisconsin Standards for Teacher Development and Licensure.

Educational Leadership - This emphasis is intended to provide students with some of the theory behind the practice of educational leadership. It is designed for students who have an interest in educational leadership, but do not seek an administrative license at the present time. Students who later decide to obtain the administrative license may apply to the UW-Whitewater/UW-Madison Cooperative Program in Educational Leadership http://www.uww.edu/gradstudies/programs/edleadership for licensure only. Eighteen of the units in the MSE-PD emphasis in Educational Leadership may be applied toward the co-op licensure-only program.

ESL/Bilingual Education - This emphasis is designed for students who already have a license in another area and want to obtain ESL/Bilingual licensure. Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis. 1 Applicants who are required to take the Test of English as a Foreign Language (TOEFL) must obtain a score of at least 600 paper, 250 computer, or 100 Internet-based for admission to this emphasis.

Health, Human Performance and Recreation - This emphasis is designed to enhance knowledge, abilities and qualifications of professionals in the areas of Health, Human Performance and Recreation. The emphasis is offered with either a thesis option or a practicum option. Program-specific professional core courses and sections are required for this emphasis area. Consult with an advisor prior to enrolling in any course.

Health, Physical Education and Coaching - This emphasis is designed to enhance teachers' knowledge and skill related to health, physical education, and/or coaching.

Higher Education Athletic Administration – This emphasis is for students who want to become future leaders in athletic administration within a higher education setting and seek a master's degree. Applicants for admission to this emphasis should see http://www.uww.edu/coeps/departments/msepd/athletic-administration-emphasis/apply for additional requirements.

Higher Education Leadership - This emphasis is for students that want to become future leaders in higher education and seek a master's degree. Applicants for admission to this emphasis should see http://www.uww.edu/coeps/departments/msepd/higher-ed-lead/apply for additional requirements.

Information, Technology and Libraries – This emphasis enhances the professional development of those interested in becoming information and technology leaders in the schools. It is designed to prepare professionals who are well rounded in digital and information technology. It will allow them to complete most of the requirements for the school library media specialist license. Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis. 1

Reading – This emphasis is designed to prepare licensed teachers to provide special services in reading at the elementary and secondary level and to license students as reading teachers (Wisconsin 1316) and/or as reading specialists (Wisconsin 5017). Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis. 1

The curriculum is designed to develop an advanced understanding of philosophies, models and theories relevant to literacy development and its teaching in grades PreK-12. Students will develop skills in selecting and administering a variety of authentic instruments, interpreting the results, and planning implementation strategies for improving reading progress of students in elementary and secondary education settings.

Curriculum

The program consists of a common core of twelve units and an emphasis of eighteen units. Students begin with two courses taken either at the same time or one after the other (EDFOUND 723/CIGENRL 723/HELEAD 723 and EDFOUND 780) to gain a broad grounding in graduate study and educational research. They then start taking eighteen units of emphasis course work following a program plan developed in consultation with an emphasis advisor.

After completing EDFOUND 723/CIGENRL 723/HELEAD 723, EDFOUND 780, and at least 9 units of emphasis coursework, students select one of the following capstone options. The capstone options available depend on the student’s MSE-PD emphasis and professional development goals. They include the following four choices:
Professional Development Degrees

- Master of Science in Education Professional Studies  MSE-PS (http://uww-public.courseleaf.com/graduate/education/professional-development/professional-development-msepd)

Certificates in Professional Development

- Certificate in Reading Teacher License (316) (http://uww-public.courseleaf.com/graduate/education/professional-development/readingteacherlicense)
- Teaching in Alternative Education Settings Program (http://uww-public.courseleaf.com/graduate/education/professional-development/teaching-alternative-education-settings)

Curriculum Instruction Gen Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CIGENRL 510</td>
<td>Survey of Educational Linguistics</td>
<td>3</td>
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<tr>
<td>CIGENRL 520</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>CIGENRL 530</td>
<td>Pedagogical Grammar for English Learners</td>
<td>3</td>
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<tr>
<td>CIGENRL 550</td>
<td>Introduction to ESL and Bilingual-Bicultural</td>
<td>3</td>
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<td></td>
<td>Education</td>
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Program Coordinator

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**Capstone Project sequence** (six units, at least three consecutive semesters): EDUINDP 724 and EDUINDP 726 (taken simultaneously), EDUINDP 727 (independent study with advisor), and EDUINDP 789;

**Practicum**: three or more units of EDADMIN 793, CIFLD 793, HELEAD 793, HEALTHED 793, PEPROF 793, COACHING 793, or RECREATN 799 - may increase minimum total credits needed for the degree;

**Portfolio**: (zero to three units, depending on emphasis; may have three-unit corequisite depending on emphasis): HELEAD 781 or PEPROF 781 - may increase minimum total credits needed for the degree;

**Thesis**: three to six units of CIGENRL 799, COACHING 799, EDFOUND 799, HELEAD 799, HEALTHED 799, PEPROF 799, or RECREATN 799.

Some emphasis areas are individualized based on the student’s own professional development goals. These individualized emphases all consist of eighteen units planned with the advisor at the start of the program. The course work in other emphases, however (ESL/Bilingual, Information Technology and Libraries, Alternative Education, and Reading), is based on specific licensure requirements set by the Wisconsin Department of Public Instruction and may include up to twenty-four units. Students in these emphases may also need to complete requirements beyond their course work such as portfolios and examinations in order to obtain the licenses they seek. Students in the licensure emphases should consult with an advisor to determine these requirements no later than the time of admission. Like all students in the program, they complete a program plan in consultation with the emphasis advisor at the start of the program.

Some emphasis areas require eligibility for a regular teaching license in Wisconsin. Exceptions, in some programs, may be made by the program coordinator for applicants with an adequate knowledge base in education who either have a minimum of two years of teaching experience in a school or are employed outside of school in a position with duties determined by the coordinator to be instructional in nature. Individuals admitted as exceptions under the latter criterion may be limited to specifically designated emphases. Please check with specific emphasis area requirements and your advisor prior to enrolling in any coursework.

1 Some emphasis areas require eligibility for a regular teaching license in Wisconsin. Exceptions, in some programs, may be made by the program coordinator for applicants with an adequate knowledge base in education who either have a minimum of two years of teaching experience in a school or are employed outside of school in a position with duties determined by the coordinator to be instructional in nature.

1 Some emphasis areas require eligibility for a regular teaching license in Wisconsin. Exceptions, in some programs, may be made by the program coordinator for applicants with an adequate knowledge base in education who either have a minimum of two years of teaching experience in a school or are employed outside of school in a position with duties determined by the coordinator to be instructional in nature.
CIGENRL 605 ASSESSMENT IN THE ESL/BILINGUAL CLASSROOM  3 Units
This course explores policies, procedures, and instruments used to assess English language proficiency and academic achievement of limited English proficient students in American public schools. Included in this are the areas of English and native language competence; program placement, progress, and exit; alternative assessments in ESL, bilingual and mainstream classrooms. CROSS-LISTED: ESL 405, CIGENRL 405, CIGENRL 605
PREREQ: CIGENRL 603/ESL 603

CIGENRL 655 TEACHING CONTENT IN THE BILINGUAL CLASSROOM  3 Units
This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner’s language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction. PREREQ: CIGENRL 603/ESL 603
CROSS-LISTED: ESL 455 AND CIGENRL 655

CIGENRL 660 PRINCIPLES OF CAREER & TECHNICAL EDUCATION  2 Units
History and development of vocational education both in the United States and Wisconsin are explored. The administrative structure of vocational education at the local, state, and national levels is outlined. Vocational program areas are discussed with emphasis given to issues, trends, and problems in vocational education. Requirement for vocational certification and fulfills one of the certification requirements of the Wisconsin Technical College System.

CIGENRL 661 ORGANIZATION, ADMINISTRATION, AND COORDINATION OF WBL PROGRAMS  3 Units
Study of career and technical education programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Successful coordination of a program using the cooperative method will be stressed. Meets the Department of Public Instruction’s course requirement for vocational certification.
PREREQ: CIGENRL 660 OR EQUIVALENT

CIGENRL 679 DRAMA IN EDUCATION  3 Units
This course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning can become more engaging and more critical.

CIGENRL 689 EMPLOYMENT STRATEGIES  1 Units
Designed to acquaint the teacher education student with the problems and procedures of securing a teaching position. Includes consideration of professional ethics, preparation of placement credentials, teacher certification practices, interviewing techniques and teaching contracts. Reviews opportunities for professional advancement through graduate study. (Open to teacher education students. Should be taken the semester prior to graduation or the semester of graduation.)

CIGENRL 690 WORKSHOP Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing “hands on” and participatory instructional techniques.

CIGENRL 691 TRAVEL STUDY Repeatable  1-3 Units
Variable topics. Faculty-led courses abroad.

CIGENRL 694 SEMINAR Repeatable  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 696 SPECIAL STUDIES Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 702 REFLECTIVE PRACTICE AND ACTION RESEARCH  3 Units
The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations.
PREREQ: GRADUATE STANDING

CIGENRL 710 CURRENT TOPICS IN CURRICULUM AND INSTRUCTION Repeatable  3 Units
An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

CIGENRL 715 APPLIED THEORY TO PRACTICE FOR CURRICULUM AND INSTRUCTION Repeatable  1-3 Units
This course connects the theoretical and empirical bases with practical applications for a current topic important to PreK-12 school districts. An application project will be included. Topics will vary from semester to semester and may include, for example, Using Assessment to Drive Instruction or Literacy Development and Instruction for the General Classroom Teacher. Repeatable for credit

CIGENRL 723 ISSUES, PERSPECTIVES AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION  3 Units
As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.
CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

CIGENRL 725 CURRICULUM DEVELOPMENT AND INTEGRATION  3 Units
This course focuses primarily on the processes of curriculum development. The students will be involved in curriculum design activities which will require consideration of the socio-political and philosophical forces as well as consideration of learning and developmental theory.

CIGENRL 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION  3 Units
Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.
CROSS-LISTED: CIGENRL 728 AND EDADMIN 728
CIGENRL 734 SCHOOL AND COMMUNITY RELATIONS  3 Units
School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.
CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

CIGENRL 750 METHODS OF TEACHING ADULT LEARNERS  3 Units
This course will focus on the teaching of adults in post-secondary institutions. Topics will include theories of adult education, learning styles, basic principles of curriculum development, lesson planning, classroom management, and alternative methods of delivering content. This course meets the Wisconsin Technical College System #52 certification requirement, Teaching Methods.

CIGENRL 765 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE  3 Units
Study of guidance and career selection procedures appropriate for use with students in grades K-14; includes occupational information, career exploration techniques, and employment opportunities for the new employee and those retraining.

CIGENRL 769 SUPERVISION OF INSTRUCTION  3 Units
Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.
CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

CIGENRL 770 SUPERVISION OF STUDENT TEACHERS  2-3 Units
Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

CIGENRL 776 THE SCHOOL PRINCIPALSHIP  3 Units
Study of the application of theories to the administrative behavior problems of leadership in schools. The course content will present research concerning the operation and management of schools. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or principal.
CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

CIGENRL 790 WORKSHOP Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.
UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 791 POST-SECONDARY EDUCATION INTERNSHIP Repeatable  1 Units
This course is designed to provide hands-on teaching experience in a post-secondary education environment. The experience will provide the student with an opportunity to gain experience and apply knowledge and skills learned in the classroom.
PREREQ: EDFOUND 625 AND EITHER CIGENRL 750 OR CIBME 762

CIGENRL 794 SEMINAR  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 796 SPECIAL STUDIES Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 798 INDIVIDUAL STUDIES Repeatable  1-3 Units
Variable Topics
UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 799 THESIS RESEARCH Repeatable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Educational Administration Courses
EDADMIN 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION  3 Units
Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.
CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

EDADMIN 734 SCHOOL AND COMMUNITY RELATIONS  3 Units
This course is designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.
CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

EDADMIN 769 SUPERVISION OF INSTRUCTION  3 Units
Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.
CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

EDADMIN 776 THE SCHOOL PRINCIPALSHIP  3 Units
Study of the application of theories to the administrative behavior problems of leadership in an elementary school. The course content will present research concerning the operation and management of an elementary school. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or elementary principal.
CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

EDADMIN 793 EDUCATIONAL ADMINISTRATION PRACTICUM Repeatable  1-6 Units
Practicum
Educational Foundations Courses

EDFOUND 624  MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL  3 Units
This class is designed for special education, communicative disorders, and elementary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems. PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 625  MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL  3 Units
This class is designed for special education, communicative disorders, and secondary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts and subject areas. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standard tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems specific to the secondary school setting. PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 675  UNDERSTANDING AND DEALING WITH DISRUPTIVE CLASSROOM BEHAVIOR  3 Units
Designed to give students an opportunity to discuss the various theoretical approaches to handling disruptive behavior in the classroom and to apply these approaches to actual problem situations. Emphasis will also be placed on the prevention of behavior problems through the development of effective classroom procedures. Recommended for all Education majors.

EDFOUND 678  ADOLESCENT DEVELOPMENT  3 Units
Adolescent Development acquaints students with the major theories related to adolescent development and helps students interpret the theories in ways which are meaningful in understanding and working with adolescents. Focus is on the changes of adolescence with special attention given to the biological, cognitive, social and emotional systems.

EDFOUND 681  HUMAN ABILITIES AND LEARNING  3 Units
This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. Among the areas considered are motivation, classroom management, instructional applications, individual differences and creativity. PREREQ: PASS TWO PORTIONS OF PPST OR PROFESSIONAL ED ADMISSION OR CONSENT OF DEPARTMENT

EDFOUND 682  EDUCATIONAL STATISTICS  3 Units
This course is designed for students at the senior or graduate level who will find it necessary to be an educated consumer of statistical information. This is designed to be a first course on this topic. Major areas of study include gathering/organizing data, probability, inferential techniques (t-test, ANOVA, follow-up tests, correlation, and repression), nonparametric techniques (chi-square test), and single subject designs.

EDFOUND 686  CURRICULUM EVALUATION AND IMPROVEMENT I  3 Units
This course is designed to train school personnel in the selection of published assessments and the creation of classroom-level assessment methods appropriate for making instructional decisions at a individual and classroom level. Emphasis will be placed on understanding core content area standards, formative assessment practices in content areas, developing valid pupil grading procedures, and ethical assessment methods, all with a focus on informing instruction. PREREQ: EDFOUND 424/EDFOUND 624 OR EDFOUND 425/EDFOUND 625 OR SPECED 462/SPECED 662

EDFOUND 690  WORKSHOP Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques.

EDFOUND 691  TRAVEL STUDY  1-4 Units
Variable topics. Faculty-led courses abroad.

EDFOUND 696  SPECIAL STUDIES Repeatable  1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 710  EDUCATION IN A PLURALISTIC SOCIETY  3 Units
An examination of the sociohistorical, political, and philosophic forces which influence the institution of schooling in the United States. Particular attention will be focused on the role of the school and the teacher specific to a pluralistic society.

EDFOUND 723  ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION  3 Units
As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation. CROSS-LISTED: CIGNR/L 723 AND EDFOUND 723

EDFOUND 740  TECHNIQUES OF RESEARCH  3 Units
A basic course in the methods of research in education, including a study of the literature and techniques of research, the planning of a research paper, the basic types of research and design; a brief introduction to the statistics used in research; and the elements included in program evaluation.

EDFOUND 760  COMPARATIVE EDUCATION & SUPERVISED OVERSEAS FIELDWORK Repeatable  1-6 Units
This course is designed to provide experienced teachers and others with the opportunity to study comparative education in overseas schools or other educational agencies. This is an individualized program, including the opportunities to travel, meet, and work with professional educators in countries around the world. Repeatable for a maximum of 12 credits in major/degree. Repeatable in another country.

EDFOUND 780  READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH  3 Units
The course provides practicing teachers with background in the processes of reading, analyzing, and evaluating research in the field of education. The emphasis is on development of skills in understanding how educational research is conducted, and in knowledge and skills needed to evaluate research writing in educational journals.
EDFOUND 781  FOUNDATIONS OF GIFTED AND TALENTED EDUCATION  Repeatable 1-3 Units
An overview of the history and current research on giftedness and talent. Development, characteristics, and individual learning differences of students with gifts and talents will be explored, as will educational strategies and program options in gifted/talented education. Readings will emphasize multicultural issues at local, state, national and international levels.
PREREQ: GRADUATE STANDING

EDFOUND 782  PSYCHOLOGICAL ISSUES IN GIFTED EDUCATION  1-3 Units
This course addresses psychology and giftedness: cognitive and motivational characteristics and development of gifted children; social-emotional issues of gifted students and counseling research; and identification, diversity, assessment, and evaluation related to gifted students and gifted programs. Readings include current research and practice in working with gifted students.
PREREQ: EDFOUND 781 OR EQUIVALENT EXPERIENCE; ELIGIBLE FOR GRADUATE COURSE ENROLLMENT

EDFOUND 783  CURRICULUM AND METHODS IN GIFTED EDUCATION  Repeatable 1-3 Units
This course provides the teacher with tools to support the social-emotional and cognitive development of gifted and talented children in the classroom. Various models of curriculum and teaching are investigated, including the infusion of important thinking and problem-solving skills. Teachers will create effective, appropriately challenging curriculum units for advanced learners, based on cognitive and social-emotional preassessment.
PREREQ: EDFOUND 781 OR EQUIVALENT

EDFOUND 784  PRACTICUM IN TEACHING ADVANCED LEARNERS  Repeatable 1-3 Units
Students will practice and demonstrate competencies related to teaching students with gifts and talents, including identification of student needs, delivery of effective data-based differentiated instruction, assessment and documentation of student growth, support of student social-emotional needs, and communication with students, colleagues, and parents. Supervision and evaluation by district and university is incorporated.
PREREQ: EDFOUND 781 OR EQUIVALENT, EDFOUND 782 OR EQUIVALENT, AND EDFOUND 783 OR EQUIVALENT

EDFOUND 785  COORDINATING GIFTED EDUCATION PROGRAMS AND SERVICES  3 Units
Students will understand, analyze, and apply the administrative, legal, educational, and advocacy issues involved in coordinating district-level gifted and talented educational programming. Students will develop a professional project in their own district as part of an embedded practicum while working with one or more experienced gifted program coordinators.
PREREQ: EDFOUND 781 AND EDFOUND 782 OR EQUIVALENT; EDUC 792 FROM UWSP

EDFOUND 790  WORKSHOP  Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

EDFOUND 794  SEMINAR  1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

EDFOUND 796  SPECIAL STUDIES  Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 798  INDIVIDUAL STUDIES  Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

EDFOUND 799  THESIS RESEARCH  Repeatable 1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Education Interdepartmental Courses
EDUINDP 533  AUTHENTIC ASSESSMENT OF YOUNG CHILDREN  3 Units
This course is designed to assist candidates in acquiring skills related to informal assessment. These skills include the ability to use a variety of observation strategies, apply functional assessment strategies, use play-based and other criterion-referenced instruments, and develop and implement program evaluation strategies. Students will acquire the ability to link assessment results with IEP/IFSP processes.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 610  CREATING PROFESSIONAL DEVELOPMENT PLANS  1 Units
This course is designed to be a campus based course with a 25% on-line component. This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documents, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community.

EDUINDP 612  VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN  1 Units
This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator’s Professional Development Plan.

EDUINDP 642  PLANNING FOR INDIVIDUAL NEEDS  3 Units
This class provides students with the skills to develop and adapt curriculum and instructional strategies to meet the educational needs of young children who require specialized instruction. The emphasis is on the provision of that instruction in the natural environment of the children.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 690  WORKSHOP  Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

EDUINDP 696  SPECIAL STUDIES  Repeatable 0.5-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.
EDUINDP 710  MENTORING THE INITIAL EDUCATOR  3 Units  
This course takes participants through a set of strategic actions based on the research for effective schools and the guiding principles of Wisconsin's new educator licensure ruling, PI 34. The actions are grounded in four major themes: sharing a vision of educator quality based on Wisconsin Educator Standards; developing a collaborative environment in which to learn and practice; demonstrating the results of reflective practice by creating professional goals and plans and; focusing goals on increasing student learning successes.

EDUINDP 724  PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE  2 Units  
The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.  
PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 726

EDUINDP 726  CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE  1 Units  
The purpose of this course is to advise and provide feedback to students developing their Capstone proposals and the first three chapters of their Capstone projects.  
PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 724

EDUINDP 727  CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS  1 Units  
The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.  
PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780, EDUINDP 724, EDUINDP 726

EDUINDP 789  CAPSTONE PROJECT SEMINAR  2-3 Units  
The purpose of this seminar is to provide the master's student with faculty and peer support as the student grounds, implements, refines, assesses and reports his or her capstone project. The capstone project is a self-selected and defined project completed with advisor assistance, that makes a connection between the graduate study and the student's professional life as an educator. The course will be graded on a Satisfactory/No Credit grading scale. Approval of program coordinator and advisor is required.

EDUINDP 790  WORKSHOP  Repeatable  0.5-6 Units  
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

EDUINDP 798  INDEPENDENT STUDY  Repeatable  3 Units  
Variable topics.

Health Education Courses

HEALTHED 540  SECONDARY HEALTH EDUCATION  3 Units  
An introduction to various health belief models and philosophies with particular emphasis on health education content at the secondary level.

HEALTHED 541  YOGA/STRESS REDUCTION  2 Units  
A course designed to help students and professionals learn to effectively handle stress through specific Yoga training and mind/body connections.

HEALTHED 544  PREK-12 SEXUALITY EDUCATION  3 Units  
This course will explore current practices associated with teaching sexuality education to preK-12 students. This pedagogy class will explore various sexuality education paradigms as well as address the complexities of teaching this area of study, with the goal of increasing the competency and comfort level of future teachers.

HEALTHED 560  CURRENT TOPICS IN HEALTH AND WELLNESS  3 Units  
The course examines, interprets, and evaluates wellness as it relates to current topics in health, disease prevention, health promotion, and health education. Topics included are cardiovascular health, alcohol and other drugs, nutrition concepts, health hazards, tobacco, and topics related to public health such as physical activity and behavior changes.

HEALTHED 562  STRESS MANAGEMENT  3 Units  
The course explains what stress is, its various causes and its effects. It helps develop a personal "Stress Profile" which enables the participants to pinpoint the specific sources and manifestations of stress and tension. The course shows how to combine biofeedback, relaxation techniques, exercise, diet, and other skills into an individualized "Stress Management System" that will help individuals feel healthier and cope better with daily pressure.

HEALTHED 582  ELEMENTARY HEALTH EDUCATION  2 Units  
Teaching and learning experiences in selected content areas of health education. Designed for the elementary teacher.

HEALTHED 591  NUTRITION FOR HEALTH  3 Units  
The course helps students plan, evaluate, and analyze dietary intake based on sound nutritional guidelines, principles, and knowledge for the purpose of health enhancement, improved mental and physical performance, and decreasing risk of disease.

HEALTHED 640  ADVANCED STRESS MANAGEMENT  3 Units  
The class emphasis is on 1) facilitating stress management in others, 2) coping with "deep" stress such as trauma and low self-esteem, and 3) alternative avenues for coping such as Tai Chi, yoga, art therapy, and meditation. This course is appropriate for anyone in the helping professions.  
PREREQ: HEALTHED 362/HEALTHED 562 OR SOCWORK 303 OR CONSENT OF INSTRUCTOR

HEALTHED 645  TEACHING HEALTH EDUCATION  3 Units  
A study of philosophy, trends and teaching-learning strategies. Emphasis will be placed on developing and utilizing models and strategies in health education.

HEALTHED 665  HEALTH PROMOTION STRATEGIES  3 Units  
This course will focus on: 1) the development, implementation and evaluation of worksite health promotion programs, and 2) examination of the relationship of these programs to the organization as a whole and to the benefits for both the employee and employer.

HEALTHED 670  FACILITATING HEALTH BEHAVIOR  3 Units  
This course is designed as a capstone experience for non-teaching health minor students who have had at least 12 credits of work in the health minor. This course offers opportunities to gain the skills necessary for helping others with health behavior changes, while creating healthier environments in the home, workplace and community.  
PREREQ: HEALTHED 360/HEALTHED 560 AND CONSENT OF INSTRUCTOR
HEALTHED 671 RESEARCH IN HEALTH AND PHYSICAL ACTIVITY 3 Units
The content of this course is from a psychophysiological perspective. Emphasis will be placed on research involving the effects of physical activity on psychological states and traits as well as how affect influences performance. Topic will include research design, motivation and adherence, attention, arousal, overtraining, behavior change, personality dynamics, and mental health.
PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR

HEALTHED 680 HEALTH PROMOTION MANAGEMENT 3 Units
Theoretical considerations and practical applications of management, operations and programs for health promotion organizations. Begins with the planning, design, financing and construction of health promotion facilities. Includes the hiring and organization of staff members, the development and marketing of special programs and the administration and finance of health promotion organizations.

HEALTHED 690 WORKSHOP IN HEALTH Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

HEALTHED 696 SPECIAL STUDIES Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HEALTHED 745 EXERCISE AND HEALTH 3 Units
A course designed to introduce how exercise relates to an individual’s health, specifically cardiovascular endurance, relaxation and nutrition. It will include background information regarding holistic health, exercise prescription, nutrition and relaxation. Application of this background information will also be a part of the course through evaluation of present levels and participation in individually designed programs.

HEALTHED 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units
Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

HEALTHED 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units
Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

HEALTHED 790 WORKSHOP 1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

HEALTHED 793 PRACTICUM Repeatable 1-12 Units

HEALTHED 794 SEMINAR 1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HEALTHED 796 SPECIAL STUDIES 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HEALTHED 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

HEALTHED 799 THESIS RESEARCH Repeatable 1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Higher Education Leadership Courses

HELEAD 700 INTRODUCTION TO HIGHER EDUCATION AND STUDENT AFFAIRS 3 Units
This course provides students with a brief history of higher education as an industry quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.
PREREQ: GRADUATE STANDING

HELEAD 702 ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION 3 Units
This course examines the organizational structures of intercollegiate athletics, professional and non-profit sport/recreation organizations. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations. CROSS-LISTED: HEALEAD/RECREATN/COACHING 702

HELEAD 710 COLLEGE STUDENT DEVELOPMENT: THEORY, ASSESSMENT AND APPLICATION 3 Units
This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development, and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.
PREREQ: GRADUATE STANDING

HELEAD 715 ASSESSMENT IN STUDENT AFFAIRS 3 Units
This course provides students with an overview of the assessment and evaluation processes that allow Student Affairs professionals to develop assessment approaches that gather, analyze, and interpret information to improve institutional, departmental, and divisional effectiveness. Both qualitative and quantitative approaches to assessment will be examined with an emphasis on pragmatic application.
PREREQ: GRADUATE STANDING

HELEAD 720 LEGAL ISSUES IN HIGHER EDUCATION 3 Units
The primary goal of this course is to provide students with a basic understanding of the American legal system so that they can identify the history and sources of law, read and interpret laws and relevant cases, understand how the court systems work, and understanding of personal and institutional liability. Emphasis will be placed on issues and laws likely to be encountered by Higher Education practitioners.
PREREQ: GRADUATE STANDING

HELEAD 723 ISSUES, PERSPECTIVES AND DIRECTIONS IN HIGHER EDUCATION 3 Units
This seminar will provide an introduction to contemporary issues in higher education, with a specific focus on understanding diverse student characteristics and subsequent issues faced in higher education settings at public, private and two year institutions. Students will learn to use research to support practice through and investigation of essential philosophical questions and current issues in higher education leadership settings. Students will apply reflections on their own practice as they develop skills of analysis and argumentation.
HELEAD 725  DIVERSITY AND EQUITY IN HIGHER EDUCATION  3 Units
This course emphasizes personal awareness, knowledge, and skills necessary for ongoing development of a personal intercultural framework for student affairs practice. Theories related to domestic and international dimensions of diversity, intercultural diversity and the dynamics of power, privilege and oppression will be explored in university contexts. This course will examine challenges and opportunities for creating inclusive and affirming campus communities.
PREREQ: GRADUATE STANDING

HELEAD 729  ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION  3 Units
Colleges and universities have an important societal role now and have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. The outcome should be that the student would be cognizant of the myriad of issues involved within the administration of colleges and universities.
PREREQ: GRADUATE STANDING

HELEAD 730  NCAA GOVERNANCE AND COMPLIANCE  3 Units
The course will introduce students to the governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3. Students will apply athletic conference rules, NCAA rules and institutional policies to practitioner settings in higher education athletics leadership.

HELEAD 731  BUDGET AND FINANCIAL MANAGEMENT IN ATHLETICS AND HIGHER EDUCATION  3 Units
This course will introduce students to intercollegiate athletics and higher education budget and finance including NCAA Divisions I, II and III financial models. Students will understand and apply how to implement financial models. Students will examine budget challenges and develop proposed solutions, underscoring the strengths and weaknesses of each approach.

HELEAD 732  EVENT MANAGEMENT, MARKETING AND SPONSORSHIP IN ATHLETICS  3 Units
This course introduces students to event management, marketing and sponsorship in athletics and higher education. Students will understand how to foster and maintain strategic relationships to support programmatic growth and event implementation across divisions. Students will develop a comprehensive marketing and sponsorship plan that can be applied to future practice.

HELEAD 779  CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES  3 Units
Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

HELEAD 780  READING, ANALYZING AND EVALUATING HIGHER EDUCATION RESEARCH  3 Units
This course provides scholar-practitioners with foundational knowledge on the processes of reading, analyzing, and evaluating research in the higher education. Students will develop an understanding of the inquiry process and apply this knowledge to develop an independent research question and study. Students will read and analyze educational literature from a P-20 perspective to inform their inquiry process as a scholar-practitioner.
PREREQ: GRADUATE STATUS

HELEAD 781  CAPSTONE PORTFOLIO AND CAREER APPLICATION  3 Units
This course will introduce and apply foundational theories of career development and methods of career assessment to assist with personal career planning. Students will complete a formal professional vision and portfolio utilizing artifacts from courses completed during their core and emphasis area courses. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

HELEAD 790  WORKSHOP Repeatable 1-3 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

HELEAD 791  TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad.

HELEAD 793  PRACTICUM Repeatable 3 Units
Variable Topics

HELEAD 794  SEMINAR Repeatable 1-3 Units
Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HELEAD 796  SPECIAL STUDIES Repeatable 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HELEAD 798  INDIVIDUAL STUDIES Repeatable 1-4 Units
Study of a selected topic or topics under the direction of a faculty member.

HELEAD 799  THESIS RESEARCH 3-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Library Media Courses

LIBMEDIA 543  ADOLESCENT LITERATURE AND RELATED MEDIA  3 Units
Designed primarily to acquaint the student with books and nonprint media which appeal to the young people aged thirteen to eighteen. Emphasis will be placed on adolescent development, reading interests, and principles and of tools for selection. Reading, listening and viewing guidance techniques appropriate for the classroom and for the school and public library will also be detailed.

LIBMEDIA 550  FINDING AND USING INFORMATION  3 Units
Support the inquiries, interests and investigations of the community by identifying questions, connecting library members with the information they seek and providing services associated with it's use. The course introduces basic reference theory and professional practice, and the tools, information resources and problem solving strategies used by professionals.
LIBMEDIA 634 DIGITAL TOOLS FOR LEARNING 3 Units
An introduction to digital technologies for accessing, using, creating, and communicating information in a variety of formats for enhancing and improving learning.

LIBMEDIA 638 TEACHING AND LEARNING VIA VIDEO AND ACROSS DISTANCES 3 Units
As our technological capabilities grow, education is no longer bounded by the four walls of the classroom. We can now connect students, teachers, and experts around the state and across the world. With these new capabilities arise the question as how to best enhance learning when students, teachers, and resources may be widely dispersed geographically in distributed learning environments. This class will introduce you to the strategies and technologies of distance education from creating and editing videotapes usable in many locations to connecting learners via two-way interactive video conferencing systems.

LIBMEDIA 640 INFORMATION LITERACY 3 Units
This course is designed to support development of effective information and technology literacy skills in library users and integration of those skills into the curriculum.
PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND LIBMEDIA 439 OR PERMISSION OF INSTRUCTOR

LIBMEDIA 651 ORGANIZING INFORMATION 3 Units
Learn to describe information resources clearly, assess their information potential, and use strategies and procedures that will help somebody seeking information find what they need. Become familiar with formal and informal strategies for facilitating subject access, such as MARC records, tagging, metadata, controlled vocabularies, abstracting and classification. Address intellectual and practical issues related to creating structured access to information in all formats.

LIBMEDIA 654 LIBRARY ADMINISTRATION 3 Units
The theories, principles and processes underlying the organization and administration of school and public library services: planning, organizing staffing, budgeting, acquiring, and accessing resources, evaluating, scheduling, promoting and marketing, equipping, housing and policy development. Emphasis is on planning, leadership, working toward change and the new roles and responsibilities of the library professional.

LIBMEDIA 690 WORKSHOP Repeatable 1-6 Units
Variable topics.

LIBMEDIA 691 TRAVEL STUDY Repeatable 6 Units
Variable topics. Faculty-led courses abroad.

LIBMEDIA 741 INFORMATION TECHNOLOGY IN SCHOOLS AND LIBRARIES 3 Units
This course examines the current and emerging technological systems and software used in schools and libraries, their selection, implementation, management and evaluation, as well as legal and ethical issues involved in their use.

LIBMEDIA 751 LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS 3 Units
This course addresses the advanced administrative and leadership competencies needed by district library and technology coordinators. Students will address administrative issues, policies and practices, including the development of a vision; leadership and group dynamics; long-range planning; legal and ethical issues; advocacy; grant writing; infrastructure; and personal professional development.
PREREQ: LIBMEDIA 454 OR LIBMEDIA 654

LIBMEDIA 752 DESIGN OF CURRICULUM FOR INQUIRY 3 Units
School librarians provide curriculum support, coaching, and information and technology literacy skills instruction. This course provides the theoretical basis and hands-on experience to carry out these roles working with teachers and students.
PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND LIBMEDIA 439 OR PERMISSION OF INSTRUCTOR

LIBMEDIA 756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET 3 Units
Students will address the practical, intellectual and societal issues associated with the change from physical to virtual libraries. They will learn to use equipment, software, and strategies to find, evaluate, organize, provide access to, and disseminate textual, audio, graphical and video information.

LIBMEDIA 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

LIBMEDIA 793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM 3 Units
Supervised field experience in elementary library media center.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM 3 Units
Supervised field experience in a high school library media center.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793C SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED 3 Units
This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and in work in their own schools. Students create a portfolio demonstrating mastery of program competencies.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793M SUPERVISED MIDDLE SCHOOL LIBRARY PRACTICUM 3 Units
Supervised practicum in middle school library.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

Reading Courses

READING 691 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad.
READING 764 FOUNDATIONS OF READING 3 Units
An overview of the elementary developmental reading program including the skills necessary for critical reading; development of appropriate attitudes and tastes, and adjustment of materials and methods to meet individual needs.

READING 766 LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units
This is a course designed to provide experience in the use of formal and informal assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader (PREK-12). Meeting the literacy needs of children from diverse cultural and linguistic backgrounds is emphasized. Course content will be used in a practicum.
PREREQ: READING 764 AND READING 772

READING 767 READING PRACTICUM: LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units
This is a course designed to provide experience in the use of literacy assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader in both the K-5 and 6-12 grade level spans. Students will spend 8 weeks at each level working with students in need of reading intervention.
PREREQ: READING 764, READING 766, AND READING 772

READING 771 PLANNING AND IMPLEMENTING READING PROGRAMS 3 Units
A study of the process and procedures which may be employed in planning and implementing defensible reading programs. Students are involved in planning individual programs appropriate for their school or system.
PREREQ: READING 764, READING 772, READING 766 AND READING 767

READING 772 READING IN THE CONTENT AREAS 3 Units
Utilization of reading skills, study strategies and materials as applied to the content fields, and techniques for incorporating reading into content area instruction.

READING 773 LITERACY RESEARCH: THEORY AND APPLICATION 3 Units
The purpose of this course is to read and analyze pertinent research related to literacy instruction. Students will then apply knowledge gained from analyzing the research to identifying a literacy concept for their research, developing a review of literature, and preparing a proposal for their graduate capstone report.
PREREQ: READING 764 AND READING 772 (FOR READING EMPHASIS) OR ESL 520 AND ESL 603 AND EITHER READING 764 OR READING 772 (FOR ESL/BILINGUAL EMPHASIS)

READING 775 SYMPOSIUM IN READING EDUCATION Repeatable 3 Units
The keystone of the course is the annual University of Wisconsin Reading Symposium on Factors Related to Reading Performance. The purpose of the symposium is to inform educators of current thinking on factors that appear to influence students’ reading performance. The course will include attendance at the symposium and at additional class sessions. Repeatable.

Recreation Courses

RECREATN 520 LEADERSHIP AND FACILITATION OF RECREATIONAL GAMES 3 Units
This course will assist students to develop their knowledge, skills, and abilities as facilitators and leaders of recreational activities. Readings, assignments, and lecture will focus on leadership and facilitation theories and techniques. A variety of recreational activities will be introduced in class.

RECREATN 561 RECREATION AND LEISURE FOR SPECIAL POPULATIONS 3 Units
This course introduces concepts of therapeutic recreation practice, including the history of the profession, current trends, and an overview of various disabilities and disorders across the lifespan. Students will have opportunities to develop the skills and abilities necessary to work with persons with disabilities through field-based activities.

RECREATN 582 ADVENTURE AND SPORT TOURISM 3 Units
The nature of sport and adventure program areas will be examined in relation to tourism, perhaps the largest segment of the for-profit sector of the recreation profession. This course introduces students to knowledge, skills, and considerations relevant to tourism professionals operating in adventure and sport tourism settings. Participant motivation, global tourist destinations, and management concerns will be considered through readings and case studies.

RECREATN 591 OUTDOOR RECREATION LEADERSHIP 3 Units
This course provides the fundamental knowledge, skills, and experience necessary to lead people in outdoor recreational activities. The course includes topics on trip planning, safety procedures, equipment and food logistics, leadership methods and expedition behavior for a variety of outdoor trip activities. The course also includes a 3 day outdoor trip experience.

RECREATN 623 RESEARCH AND EVALUATION IN RECREATION AND LEISURE SERVICES 3 Units
This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis.

RECREATN 640 COMMERCIAL AND ENTREPRENEURIAL RECREATION 3 Units
Students in this class will explore commercial recreation, entrepreneurialism, and basics of travel and tourism. Topics include an overview of entrepreneurial recreation, economics, marketing and financing commercial recreation endeavors, and exploring various opportunities available in the commercial and private sector.

RECREATN 650 PLANNING, DESIGN, AND MANAGEMENT OF RECREATION FACILITIES 3 Units
This course will introduce management theories and provide practical experience in the design, development, operation, maintenance, and administration of various recreation facilities

RECREATN 680 LEGAL ASPECTS OF SPORT AND RECREATION ACTIVITIES 3 Units
This course will examine the complexities of sport and recreation litigation, primarily focused on educational institutions. Students will use this knowledge to aid their professional growth in the fields of sport and recreation activity. Topics such as risk management, contracts, liability, and policy development will provide a better understanding of the law with respect to challenges encountered by sport and recreation professionals.
PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR CROSS-LISTED: COACHING 480 AND RECREATN 480

RECREATN 689 MANAGING RECREATIONAL SPORTS PROGRAMS 3 Units
A study of recreational management concepts in the areas of human resources, facility operations, budget development, marketing, public relations, policy development, and program service design.
PREREQ: JUNIOR STANDING OR ENROLLED IN THE RECREATION MINOR OR INSTRUCTOR CONSENT
Secondary Education Courses

SECNDED 626 METHODS OF TEACHING ENGLISH AND LANGUAGE ARTS 3 Units
Engages the student in shaping viable perspective for teaching English in today's middle/secondary school; in planning, developing, and evaluating a course, a unit, and a lesson series; in considering and practicing several modes of instructing-learning; in individualizing learning for particular adolescents; and in preparing, generally, for the Teaching Practicum.

SECNDED 627 METHODS OF TEACHING WORLD LANGUAGES 3 Units
An introduction to the principles and techniques of teaching modern world languages designed to prepare students for the Teaching Practicum. Emphasis is placed on the communicative approach to lesson planning, classroom instruction and proficiency assessment in accordance with the WI Academic Standards.
PREREQ: EDFOUND 212 AND RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 628 METHODS OF TEACHING MATHEMATICS 3 Units
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 629 METHODS OF TEACHING SCIENCE 3 Units
Designed to acquaint students with basic educational techniques; to develop in students the ability to utilize effectively techniques characteristic of science programs, namely, laboratory learning to acquaint students with new approaches to science; to familiarize students with new developments in the science curriculum; to help students gain a broad vision of their teaching profession, their science area and their responsibilities to all students.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 630 METHODS OF TEACHING SOCIAL STUDIES 3 Units
The study of the teaching-learning process, objectives in social studies, planning for teaching, selection of content and resources, teaching-learning strategies and evaluative methods.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 705 POLITICS, LITERACY, AND CRITICAL PEDAGOGY 3 Units
This course will provide the opportunity to unpack one of the foundational texts of critical pedagogy, Freire’s Pedagogy of the Oppressed. Participants will explore how elements related to Freire’s work, such as fear, politics, love, dialog, conscientizacao, transformative action, and pedagogy for liberation, influence pedagogy and community action projects.

SECNDED 706 LEARNING, DIVERSITY, AND THE MARGINALIZED STUDENT 3 Units
Lituracy, Diversity, and the Marginalized Student addresses school as a cultural experience in which identity and culture act as forces that can, and often do, marginalize students. A consideration of the causes of dysfunction, injustice, and marginalization in our public school system will inform plans for delivering instruction that is sensitive to cultural considerations.

SECNDED 708 THE MARGINALIZED LEARNER 2 Units
This course will act to sensitize students to the characteristics of the marginal student and the forces that cause that marginalization. Students will evaluate the effects of their choices and actions on others (students, parents, other professionals, and the community).
SECNDED 709 LEARNING & TEACHING FOR EMPOWERMENT  3 Units
This capstone course in the Alternative Education Programs Licensure sequence addresses the foundations of critical theory as it relates to dysfunction, injustice, and marginalization; democracy and the American experiment in public education; the classroom as a community of teachers as learners and learners as teachers; and teaching and learning as acts of empowerment and emancipation.